

# **TEACHERS' PRACTICES OF PROVIDING FEEDBACK**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Master of Education in English**

**Submitted by  
Bharat Paudyal**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
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## DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2068/04/11

.....

**Bharat Paudyal**

## RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Bharat Paudyal** has prepared this thesis entitled **“Teachers’ Practices of Providing Feedback”** under my guidance and supervision.

I recommend the thesis for acceptance.

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This thesis has been recommended for evaluation by the following 'Research Guidance Committee'.

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## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following thesis 'Evaluation and Approval Committee'.

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# **DEDICATION**

**Dedicated to**

**My Parents**

**Toyanath Paudyal**

**And**

**Sita Paudyal**



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**Bharat Paudyal**

## **ABSTRACT**

The present study entitled “Teachers' Practices of Providing Feedback” aims to find out the ways of giving feedback by the English teachers to their students and students’ perception towards them at the lower secondary level. In order to achieve those objective, I prepared a set of questionnaire and a checklist to collect data. I elicited data by using both open-ended and close-ended questions and a checklist from 40 students and 10 teachers of 10 lower secondary schools of Palpa district. Major findings of the study include that the teachers gave positive feedback to the students and sometimes depending upon the circumstances they cannot discard the role of negative feedback. Sixty-three per cent of the teachers frequently gave feedback in the margin and fifty-seven per cent of them gave at the end of students' writing. Similarly, thirty-eight per cent of the students take teachers' feedback as a way to success. None of the students wanted to get only negative feedback. Ninety-three per cent of the students were found satisfied with the feedback given by teachers. Eighty per cent of the teachers gave oral feedback in oral work but they sometimes gave oral feedback in written work too. Thirty-three per cent of the students got motivated by different kinds of feedback, especially teachers’ praise, encouragement etc.

This thesis is divided into four chapters. The first chapter contains general background, review of the related literature, objectives and significance of the study. The second chapter includes the methodology adopted to carry out the study. It contains primary and secondary sources of data collection and limitations of the study. Likewise, the third chapter deals with the analysis and interpretation of the data. Finally, the fourth chapter consists of the findings and recommendations of the study.

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## LIST OF SYMBOLS AND ABBREVIATIONS

T.U.	- Tribhuvan University
Dr.	- Doctor
P.	- Page
pp.	- Pages
i.e.	- That is/id.est
etc.	- Ecetra
M.Ed.	- Master in Education
CUP	- Cambridge University Press
OUP	- Oxford University Press
No.	- Number
et.al.	- And other people
%	- Percentage
M.A.	- Master of Arts
Ed.	- Edition
U.S.	- United States
ESL	- English as Second Language
L2	- Second Language